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ABSTRACT

Three proposals for certification of home economics teachers in West Virginia are presented: Home Economics Comprehensive, Grades 7-12; Home Economics Specialization, Grades 4-8; and Home Economics Specialization, Grades 7-9. Competencies developed for each certification pattern are: (1) Child Development-Family Relations; (2) Family Economics-Home Management; (3) Housing, Home Furnishing, and Equipment; (4) Foods and Nutrition; (5) Clothing and Textiles; and (6) Home Economics Education. Emphasis is placed on attainment of competencies, rather than the number of credits earned. This will provide institutions greater flexibility in devising programs which incorporate credit through examination, modules rather than courses, individualized instruction, and other approaches. The relationships among the three levels are analyzed, indicating differing degrees of emphasis with few unique elements in any category. The 29 committee members are listed. (MS)

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COMPETENCIES FOR HOME ECONOMICS TEACHER CERTIFICATION IN WEST VIRGINIA: A PROGRESS REPORT

Restudy Committees for Home Economics
Teacher Certification in West Virginia

September 1973

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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COMPETENCIES FOR HOME ECONOMICS TEACHER CERTIFICATION IN WEST VIRGINIA: A PROGRESS REPORT

This report presents three proposals for certification of home economics teachers in the state of West Virginia: Home Economics Comprehensive, Grades 7-12; Home Economics Specialization, Grades 4-8; and Home Economics Specialization, Grades 7-9. The Home Economics Comprehensive, Grades 7-12, proposal was approved by the West Virginia Advisory Council for Teacher Preparation and Professional Standards in February, 1973. This Advisory Council recommends certification standards to the West Virginia Superintendent of Schools. The Home Economics Specializations, Grades 4-8 and 7-9 have been approved by the Education Committee of the Advisory Council and will be presented to the entire council in the near future.

Teacher certification in West Virginia is based on an approved program approach, with periodic evaluation of programs in individual institutions. This evaluation determines whether or not programs meet the criteria set forth in the Standards.[1] An evaluation team recommends approval, probation, or non-approval of programs. Only graduates of approved programs or those on probation receive West Virginia teaching certificates.

To keep the Standards current, the Advisory Council has recently requested that all subject matter fields establish committees to review standards contained in the document. The current review focuses on change to competency-based programs leading to initial certification. Competencies

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[1] Standards for the Accreditation of Teacher Preparation Programs in West Virginia, 2nd ed. Charleston, W. Va.: West Virginia Department of Education, 1972.

stated in measurable terms delineate the minimum skills and knowledge which students preparing to become teachers must demonstrate. The Advisory Council has adopted the position that establishing conditions and standards for performance is the perogative and responsibility of individual institutions which prepare teachers. In subsequent program evaluations, institutions will be required to provide evidence that their programs require students to demonstrate attainment of the revised competencies.

During the winter of 1971-72, a Restudy Committee for Home Economics Certification was formed to revise teacher competencies for the Home Economics Comprehensive Program, Grades 7-12. A second committee was formed shortly thereafter to develop competencies for secondary teachers with a Home Economics Specialization, Grades 7-9 and for elementary teachers with a Home Economics Specialization, Grades 4-8. The committees, which have merged, are currently developing standards for staff, library, and facilities; additional requirements for Vocational Home Economics Certification; and a proposal for Occupational Certification for teachers in comprehensive high schools and vocational-technical schools.

Membership on the committees included a home economics staff member from every institution of higher education in West Virginia offering a degree in home economics and a subject matter specialist in each area of home economics. Department chairmen, teacher educators, supervisors, secondary teachers, and other home economics groups were represented on the committees. The Chairman of the West Virginia Advisory Council and the Head of Teacher Preparation in the West Virginia State Department of Education served as consultants.

The committees developed a working paper which outlines pupil learnings, K-12 and then developed teacher competencies necessary to facilitate pupil learning. Because of the overlapping of grades covered in the established

certification patterns, the committees had to consider essential teacher competencies for teaching at various grade levels. For example, competencies for an eighth grade teacher are included in all three proposals for teacher certification. Moreover, the committees were mandated to develop proposals for the Home Economics Specializations, Grades 4-8 and 7-9 which were less comprehensive than the 7-12 certification requirements. An accompanying table indicates some of the relationships among the three proposals and differences in the competencies which enable students to meet requirements in Specializations 4-8 and 7-9 with fewer credit hours than would be necessary for the Comprehensive 7-12 program.

Competencies which were developed for each certification pattern are divided into six areas: Child Development-Family Relations; Family Economics-Home Management; Housing, Home Furnishings, and Equipment; Foods and Nutrition; Clothing and Textiles; and Home Economics Education.

This proposal allows home economics units to utilize more innovative approaches since the suggested distribution of hours does not imply a definite number of hours in each area. Emphasis is placed on attainment of competencies rather than the number of credits earned. It will allow students to complete requirements for Specializations, Grades 4-8 and 7-9 without also achieving all of the requirements for Home Economics Comprehensive, Grades 7-12. While the proposed competency-based system of certification will necessitate reorganization within college and university home economics units, it will also provide institutions greater flexibility in devising programs which incorporate credit through examination, modules rather than courses, individualized instruction, and other approaches.

11/4/72

Proposed Standards for the Accreditation of Home Economics Teacher Preparation Programs in West Virginia

Home Economics is defined as the study of human and material forces affecting families and individuals and the interaction between them. It is a profession with the purpose of helping families and individuals achieve a rewarding and satisfying life. This field synthesizes knowledge from its own research and from the physical, biological and social sciences and applies this knowledge to the improvement of human life.

In order to prepare teachers of Home Economics at the undergraduate level, a broad program is needed. The major field must include all phases of Home Economics and supporting fields should provide a strong interdisciplinary base in order that students may understand individuals and families in contemporary society.

To provide the technical knowledge necessary for achieving the purposes of education in home economics, the competencies listed below must be attained. The competencies are categorized according to the subject matter area in which they are most frequently taught, but they may be included under other areas.

COMPREHENSIVE 7-12

CHILD DEVELOPMENT-FAMILY RELATIONS

Given real or simulated situations, the student is able to:

1. Analyze factors involved in adequate prenatal, postnatal, and infant care.
2. Compare the manner in which child bearing, child care, regulation of behavior, and economic support are performed within various societies.
3. Analyze the influences of heredity and environment on the development of individuals indicating periods of acceleration and deceleration within an orderly sequence of development.
4. Analyze theories, norms, and problems of emotional-social, mental, and physical-motor development of individuals in different age groups.
5. Apply positive guidance principles with children.
6. Establish criteria for the selection and use of materials for children to facilitate development.
7. Establish criteria for the development of a positive self-concept and identify influences of self-concept on relationships.
8. Describe trends and implications of role changes; interpret changes that affect attitudes, values, and conflicts.

9. Compare and contrast life styles and mores of individuals and families in different socio-economic levels and in cross-cultural contexts.

10. Cite factors which contribute to lasting relationships.

11. Develop guidelines for personal ethics involved in human relationships.

12. Identify differences and similarities in male and female sexuality in relation to psychological, sociological, and biological aspects of reproduction.

13. Recognize variations in sexual standards held by individuals and groups.

14. Identify the responsibilities and alternatives of preparing for and accepting parenthood.

15. Cite appropriate social agencies which provide assistance to families and individuals of all ages.

16. Examine institutions of marriage and family as subjected to strong change-producing forces within contemporary society.

17. Indicate effects of reaction to stress on family functioning.

FAMILY ECONOMICS-HOME MANAGEMENT

Given real or simulated situations, the student is able to:

1. Identify interrelationships among economic, social, and managerial systems of individuals and/or families.

2. Analyze factors influencing the development and ordering of personal and societal values.

3. Determine cause and effect relationships between long and short range goals, values, and resources.

4. Identify cosmopolitan, conventional, scientific, and personal standards and formulate a set of standards personally acceptable at a given time.

5. Describe types of decisions and decision situations; demonstrate ability to use logic and/or creativity in planning.

6. Compare types of organizational patterns and styles in various managerial situations.

7. Identify means of control which maximize the use of resources to achieve goals.

8. Examine the role of motivation and communication in achieving managerial competency.

9. Identify managerial differences among persons with various life styles in different stages of family life cycles.

10. Appraise economic, governmental, and consumer influences on choices in the market place.

11. Identify variations in consumption patterns and explain the function of free enterprise economy as it influences and is influenced by the consumer.

12. Analyze principles of money management and various economic means available for achieving financial security at different stages of the life cycle.

13. Evaluate choices of goods and services with reference to quality, intended use and care, cost, and relative importance in meeting wants and needs of individuals and/or families.

14. Identify consumer rights and responsibilities and demonstrate ability to use various avenues for asserting consumer rights.

15. Demonstrate knowledge of federal, state, and local laws and regulatory agencies which offer protection to consumers.

16. Locate and use reliable sources of current information about consumer goods and services.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

Given real or simulated situations, the student is able to:

1. Indicate the physiological, sociological, psychological, and economic factors influencing selection of housing and home furnishings.

2. Examine the influence of life style, family size, and stage in the family life cycle on selection of types of housing, furnishings, and equipment.

3. Analyze the arrangement of furnishings, equipment, and storage facilities as a means of adapting available space for optimum comfort, convenience, and safety for individual and family activities.

4. Apply art principles to selection and utilization of housing and home furnishings.

5. Exhibit awareness of creative solutions in achieving aesthetic satisfaction in the home environment.

6. Evaluate the effect of technological developments, availability of materials, and changes in design emphasis on the aesthetics, construction, and function of housing and home furnishings.

7. Indicate historical, social, and cultural influences on community trends and planning for housing.

8. Evaluate the selection, use, and care of appliances, utensils, and tools for safety, economy, quality, and task accomplishment in relation to individual or family circumstances.

9. Analyze home equipment in relation to environmental quality.

FOODS AND NUTRITION

Given real or simulated situations, the student is able to:

1. Demonstrate knowledge of food sources, functions, and requirements of nutrients as affected by age, sex, and condition of stress.

2. Analyze psychological, sociological, and cultural factors affecting food consumption by individuals and societies.

3. Exhibit understanding of the effect of food consumption patterns, forms of food purchased, and marketing practices on expenditures for food.

4. Integrate factors of time, money, skill, and energy available in planning nutritious and attractive meals for a wide variety of situations.

5. Demonstrate ability to use conventional standards in table setting and service.

6. Analyze causes of variation in quality of food products due to preparation, storage, and preservation methods.

7. Exhibit skill in the preparation of quality food products.

8. Evaluate sources of information concerning nutrition.

CLOTHING AND TEXTILES

Given real or simulated situations, the student is able to:

1. Illustrate ways clothing reflects values and social attitudes and is related to social change in any era.

2. Demonstrate knowledge of the fashion world structure in both the U.S. and Europe.

3. Analyze clothing as a means of communicating personality, status, role, sex, age, values, and attitude.

4. Trace production, distribution, and consumption patterns which influence quality, cost, and availability of textiles and clothing to individuals and families.

5. Demonstrate ability to make valid judgments in the use of resources available to individuals and families in satisfying clothing needs and wants.

6. Apply art principles to the selection of apparel for the individual.

7. Classify fabrics by name, fiber, finish, color application, and method of fabrication through visual and tactile inspection and non technical tests.

8. Determine maintenance and care needed for textile products and predict end-use performance based on knowledge of fibers, dye, finishes, methods of fabric and product construction, and the relationships among these components.

9. Choose techniques of fabric preparation, construction, and pressing that are compatible with fabric and garment design which will maintain a grain perfect structure and insure accuracy.

10. Make discriminating clothing construction choices related to compatibility of component parts, construction sequence, fabric stability, and shaping in order to produce quality garments.

11. Exhibit skills and knowledge necessary to alter patterns and to fit and construct garments.

12. Demonstrate ability to operate and maintain sewing and pressing equipment.

HOME ECONOMICS EDUCATION

Given real or simulated situations, the student is able to:

1. Integrate the philosophies of home economics and education with knowledge of contemporary society to formulate professional beliefs.

2. Identify and apply an educational philosophy in making decisions as a home economics teacher.

3. Demonstrate ethical behavior in professional relationships and maintain interpersonal relationships which contribute to the teaching-learning process and a working relationship with other school personnel.

4. Demonstrate ability to plan for professional development to enhance effectiveness as a home economics educator.

5. Organize home economics offerings into a sequential and integrated pattern to meet needs of learners, incorporating information about learners, environment, and educational trends.

6. Utilize a variety of teacher resources and adapt or supplement as needed to develop plans which show a logical relationship among component parts and communicate clearly what is to be taught.

7. Work cooperatively in a team situation in planning programs and curricula which will contribute to educational goals.

8. Demonstrate skill in use of verbal and nonverbal communication, technical skills of teaching, and instructional strategies; establish and maintain a classroom climate and utilize strategies which facilitate learning in home economics.

9. Select and utilize a variety of resources and methods, including creative and experimental approaches, which achieve specified behavioral objectives in the cognitive, affective, and psychomotor domains and the development of generalizations in home economics.

10. Exhibit awareness of the effect of the physical setting on learning and make adjustments accordingly; assume managerial responsibilities involved in maintaining the home economics classroom(s), materials, equipment, and records.

11. Show flexibility in working with a variety of types of learners in different settings or groupings; assume and compare different roles involved in teaching in relation to both pupils and co-workers.

12. Develop valid evaluation devices to measure achievement of behavioral objectives and use evaluation as an integral part of the teaching-learning process in home economics.

13. Use research findings to improve the teaching-learning process and engage in practical classroom experimentation.

14. Indicate the potential influence of cultural and personal biases and contemporary societal values on the selection and evaluation of classroom experiences.

Minimum Hours [1]

Areas	Hours 36
Child Development and Family Relations	(9)
Family Economics and Home Management	(9)
Housing, Home Furnishings, and Equipment	(6)
Foods and Nutrition	(6)
Clothing and Textiles	(6)

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[1] A student completing the Vocational Home Economics program in an institution approved for vocational education shall receive an endorsement for teaching Vocational Home Economics. These programs must contain additional competencies to receive endorsement.

4/6/73

Proposed Standards for the Accreditation of Home Economics Teacher Preparation Programs in West Virginia

ELEMENTARY SPECIALIZATION 4-8

Home Economics is defined as the study of human and material forces affecting families and individuals and the interaction between them. It is a profession with the purpose of helping families and individuals achieve a rewarding and satisfying life. This field synthesizes knowledge from its own research and from the physical, biological, and social sciences and applies this knowledge to the improvement of human life.

Home Economics programs in elementary and middle schools differ from those traditionally found in junior and senior high schools. Teacher competencies focus on subject matter that can be taught in a classroom rather than a laboratory, using portable equipment as needed. Skill development is de-emphasized at this level and home economics content is integrated into other content areas such as social studies, geography, science, and art. Content should be appropriate for boys as well as girls.

To provide the specialized knowledge necessary for achieving the purposes of education in home economics, the competencies listed below must be attained. The competencies are categorized according to the subject matter area in which they are most frequently taught, but they may be included under other areas.

CHILD DEVELOPMENT-FAMILY RELATIONS

Given real or simulated situations, the student is able to:

1. Demonstrate comprehension of types and sequence of development of children and choose materials and equipment to facilitate development.
2. Apply positive guidance principles with children.
3. Analyze environmental and hereditary factors that influence growth and development.
4. Interpret behavior of transescents and young adolescents in terms of needs theories, personal and societal values, body changes, and mental and physical health.
5. Analyze attitudes and practices that enhance self-understanding, self-concept, and relationships.
6. Compare and contrast life styles and mores of different age groups in various socio-economic levels and cultural contexts.
7. Describe human anatomy in relation to sexual functions and development and expression of human sexuality.
8. Recognize variations in sexual standards held by individuals and groups.

FAMILY ECONOMICS-HOME MANAGEMENT

Given real or simulated situations, the student is able to:

1. Analyze factors influencing the development and ordering of personal and social values.

2. Determine cause and effect relationships between long and short range goals, values, and resources.

3. Examine ways of developing human and material resources.

4. Identify cosmopolitan, conventional, scientific, and personal standards and formulate a set of standards personally acceptable at a given time.

5. Relate types of decisions to degree of certainty.

6. Indicate factors which influence choices among goods and services.

7. Identify sources of income of young people and analyze principles of money management.

8. Identify consumer rights and responsibilities.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

Given real or simulated situations, the student is able to:

1. Indicate historical, social, cultural, and technical influences on community trends and planning for housing.

2. Differentiate between public and private ownership of facilities in relation to functions, cost, maintenance, and safety.

3. Describe the interrelationship between housing and the total environment.

4. Relate life style, needs, values, and resources to housing choices and plan ways housing can be adapted to mediate these factors.

5. Appraise health, safety, and care practices in relation to the use of space, equipment, and furnishings in the home.

6. Exhibit ability to provide creative activities which can enhance the near environment.

FOODS AND NUTRITION

Given real or simulated situations, the student is able to:

1. Associate cultural, geographic, psychological, and social factors with food consumption by individuals and families.
2. Indicate role of food as a motivating force in history.
3. Demonstrate knowledge of food sources, functions, and requirements of nutrients and recognize valid sources of information concerning nutrition.
4. Recognize and interpret information provided by food labels.
5. Relate scientific principles to food preparation procedures.
6. Demonstrate ability to develop menus, plan meals, and prepare selected food products.
7. Demonstrate ability to use conventional standards in table setting and service.
8. Describe food production, processing, marketing, and distribution procedures.

CLOTHING AND TEXTILES

Given real or simulated situations, the student is able to:

1. Indicate the role of textiles and clothing as a motivating force in history.
2. Relate cultural, geographic, and social factors to clothing selection.
3. Identify types and functions of dress for various activities and occasions.
4. Describe clothing and textile production, processing, marketing, and distribution procedures.
5. Identify fabrics according to name, fiber, source, use, advantages, and disadvantages.
6. Analyze clothing as a means of communicating personality, status, role, sex, age, values, and attitude.
7. Apply art principles to the selection of apparel for the individual.
8. Demonstrate ability to operate and care for sewing and pressing equipment.
9. Demonstrate ability to care for and repair clothing.

HOME ECONOMICS EDUCATION

Given real or simulated situations, the student is able to:

1. Integrate the philosophies of home economics and education with knowledge of contemporary society.

2. Organize home economics offerings into sequential and integrated patterns to meet needs of learners, incorporating information about learners, environment, and educational trends.

3. Develop plans for teaching home economics concepts which show a logical relationship among component parts and communicate clearly what is to be taught.

4. Plan cooperatively in a team situation in developing programs and curricula which will contribute to educational goals.

5. Identify basic components, concepts, and objectives of career education and implement in home economics.

6. Select a variety of resources and methods which achieve specified behavioral objectives in the cognitive, affective, and psychomotor domains and the development of generalizations in home economics.

7. Exhibit awareness of the effect of the physical setting on learning and assess managerial responsibilities involved in maintaining home economics materials and equipment.

8. Indicate the potential influence of cultural and personal biases and contemporary societal values on the selection and evaluation of classroom experiences.

Minimum Hours[1]

Areas	Hours 24
Child Development and Family Relations	(6)
Family Economics and Home Management	(4)
Housing, Home Furnishings, and Equipment	(4)
Foods and Nutrition	(4)
Clothing and Textiles	(4)
Home Economics Education	(2)

[1] Program approval is based on attainment of competencies rather than on distribution and minimum hours.

4/6/73

Proposed Standards for the Accreditation of Home Economics Teacher Preparation Programs in West Virginia

JUNIOR HIGH SCHOOL SPECIALIZATION 7-9

Home Economics is defined as the study of human and material forces affecting families and individuals and the interaction between them. It is a profession with the purpose of helping families and individuals achieve a rewarding and satisfying life. This field synthesizes knowledge from its own research and from the physical, biological, and social sciences and applies this knowledge to the improvement of human life.

Home Economics programs in junior high schools must differ from those in senior high schools. Junior high school students differ in their concerns and in hand/eye coordination. Teacher competencies focus on subject matter that can be translated into learnings for this age group. Changing roles and life styles mandate that content be planned for both boys and girls.

To provide the specialized knowledge necessary for achieving the purposes of education in home economics, the competencies listed below must be attained. The competencies are categorized according to the subject matter area in which they are most frequently taught, but they may be included under other areas.

CHILD DEVELOPMENT-FAMILY RELATIONS

Given real or simulated situations, the student is able to:

1. Demonstrate comprehension of types and sequences of development of children and choose equipment and materials to facilitate development.
2. Apply positive guidance principles with children.
3. Analyze effect of communication patterns on relationships.
4. Analyze relationships among role interpretation, personality, and self-concept.
5. Interpret changes in roles and relationships as society changes.
6. Compare and contrast life styles and mores of individuals of different age groups in various socio-economic levels and cultural contexts.
7. Describe human anatomy in relation to sexual functions and development and expression of human sexuality.
8. Recognize variations in sexual standards held by individuals and groups.
9. Cite research concerning effect of pregnancy on teenage parents and offspring.
10. Identify the responsibilities and alternatives of preparing for and accepting parenthood.
11. Cite appropriate agencies which provide assistance to families and individuals.

FAMILY ECONOMICS-HOME MANAGEMENT

Given real or simulated situations, the student is able to:

1. Analyze factors influencing the development and ordering of personal and social values.

2. Determine cause and effect relationships between long and short range goals, values, and resources.

3. Identify cosmopolitan, conventional, scientific, and personal standards and formulate a set of standards personally acceptable at a given time.

4. Describe types of decisions and decision situations; demonstrate ability to use logic and/or creativity in planning.

5. Indicate factors which influence choices among goods and services.

6. Relate savings, credit, and banking practices to money management principles and income.

7. Identify consumer rights and responsibilities.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

Given real or simulated situations, the student is able to:

1. Relate life style, needs, values, and resources to housing choices and plan ways housing can be adapted to mediate these factors.

2. Demonstrate the ability to use and care for housing, equipment, and furnishings.

3. Apply art principles to selection and utilization of housing and home furnishings.

4. Exhibit awareness of creative solutions in achieving aesthetic satisfaction in the near environment.

5. Analyze the arrangement of furnishings, equipment, and storage facilities as a means of achieving optimum comfort, convenience, and safety.

FOODS AND NUTRITION

Given real or simulated situations, the student is able to:

1. Identify social and psychological aspects of food choices.
2. Demonstrate knowledge of food sources, functions, and requirements of nutrients and recognize valid sources of information concerning nutrition.
3. Recognize and interpret information provided by food labels.
4. Exhibit ability to prepare selected food products indicating causes of variation in quality.
5. Demonstrate ability to use conventional standards in table setting and service.
6. Integrate factors of time, money, skills, and energy available in planning, preparing, and serving nutritious and attractive meals.
7. Exhibit understanding of the effect of food consumption patterns, forms of food purchased, and marketing practices on expenditures for food.

CLOTHING AND TEXTILES

Given real or simulated situations, the student is able to:

1. Analyze clothing as a means of communicating personality, status, role, sex, age, values, and attitude.
2. Determine end-use suitability of fabrics using visual and tactile inspection and label information.
3. Apply art principles to the selection of apparel for the individual.
4. Demonstrate ability to care for and repair clothing.
5. Demonstrate ability to operate and maintain sewing and pressing equipment.
6. Choose techniques and sequences of fabric preparation, construction, and pressing that are compatible with fabric and garment design.
7. Demonstrate ability to make pattern alterations and to fit and construct simple garments.

HOME ECONOMICS EDUCATION

Given real or simulated situations, the student is able to:

1. Integrate the philosophies of home economics and education with knowledge of contemporary society.

2. Organize home economics offerings into sequential and integrated patterns to meet needs of learners, incorporating information about learners, environment, and educational trends.

3. Develop plans for teaching home economics concepts which show a logical relationship among component parts and communicate clearly what is to be taught.

4. Plan cooperatively in a team situation in developing programs and curricula which will contribute to educational goals.

5. Identify basic components, concepts, and objectives of career education and implement in home economics.

6. Select a variety of resources and methods which achieve specified behavioral objectives in the cognitive, affective, and psychomotor domains and the development of generalizations in home economics.

7. Exhibit awareness of the effect of the physical setting on learning and assess managerial responsibilities involved in maintaining home economics classroom(s), materials, and equipment.

8. Indicate the potential influence of cultural and personal biases and contemporary societal values on the selection and evaluation of classroom experiences.

Minimum Hours[1]

Areas	Hours 24
Child Development and Family Relations	(6)
Family Economics and Home Management	(4)
Housing, Home Furnishings, and Equipment	(4)
Foods and Nutrition	(4)
Clothing and Textiles	(4)
Home Economics Education	(2)

[1] Program approval is based on attainment of competencies rather than on distribution and minimum hours.

ANALYSIS OF RELATIONSHIPS AMONG 4-8, 7-9, AND 7-12 COMPETENCIES

Comparisons indicated below show that 4-8 and 7-9 competencies are closely related to the 7-12 competencies but are less comprehensive and focus on particular aspects of 7-12 competencies. Few entirely new elements are introduced however.

A. Identical to 7-12 competency
B. Editorial changes only
C. Related to 7-12 competency
   Narrows scope
   Changes level of learning
   Emphasized particular aspect
D. Essentially new or contains new elements

To interpret the table below, consider the Child Development-Family Relations, 4-8 as an example (1. 3-6/C).

1. refers to the first competency listed for the 4-8 program.
3-6 refers to competencies 3 and 6 in the comprehensive 7-12.
/C indicates that the 4-8 competency is related but not identical to numbers 3 and 6 in the 7-12 proposal.

Child Dev.-Fam. Rel.

4-8	7-9
1. 3-6/C	1. 3-6/C
2. 5/A	2. 5/A
3. 3/C	3. 10/C-D
4. 4/C-D	4. 7-8/C-D
5. 7/C	5. 8-16/C
6. 9/B	6. 9/B
7. 2/C	7. 12/C
8. 13/A	8. 13/A
	9. 2-3/C-D
	10. 14/A
	11. 15/C

Fam. Econ.-H. Mgt.

4-8	7-9
1. 2/A	1. 2/A
2. 3/A	2. 3/A
3. 7/C	3. 4/A
4. 4/A	4. 5/A
5. 5/C	5. 10-13/C
6. 10-13/C	6. 12/C
7. 12/C	7. 14/C
8. 14/C	

Housing, Furn., Equip.

4-8	7-9
1. 7/D	1. 1-2-3/C
2. 1/C-D	2. 3-8/C
3. 1-9/C-D	3. 4/A
4. 1-2-3/C	4. 5/B
5. 3-8/C	5. 3/C
6. 5/C	

Foods & Nutr.

4-8	7-9
1. 2/C	1. 2/C
2. D	2. 1-8/C
3. 1-8/C	3. 3/C
4. 3/C	4. 6-7/C
5. 6/C	5. 5/A
6. 4-7/C	6. 4-7/C
7. 5/A	7. 3/A
8. 3-6/C-D	

Clothing-Tex.

4-8	7-9
1. D	1. 3/A
2. 1-3/C-D	2. 7-8/C
3. 3/C	3. 6/A
4. 4/C	4. 8/C-D
5. 7-8/C	5. 12/A
6. 3/A	6. 9/C
7. 6/A	7. 11/C
8. 12/C	
9. 8/C-D	

H. Ec. Education

4-8	7-9
1. 1/C	1. 1/C
2. 5/A	2. 5/A
3. 6/C	3. 6/C
4. 7/C	4. 7/C
5. D	5. D
6. 9/C	6.9/C
7. 10/C	7. 10/C
8. 14/A	8. 14/A

WEST VIRGINIA HOME ECONOMICS

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Hazel Dorsey, West Liberty State College, West Liberty
Mildred Dransfield, Concord College, Athens
Galen Duling, Chm. Elementary Education Comm., Advisory Council
Anita Ellis, School Lunch Supervisor, W. Va. Dept. of Education
Edna Hall, State Supervisor of Home Economics, Charleston
Wendy Helton, Ravenswood High School, Ravenswood
Frank Herrera, Chairman, W. Va. Advisory Council
Melva Hess, Fairmont State College, Fairmont
Cecelia Hood, South Harrison High School, Lost Creek
Sue Kitchen, Sissonsville Junior High School, Sissonsville
Marilyn Lackey, Concord College, Athens
Wanda Mawhinney, Home Economics Supervisor, Kanawha County
Sybil Miller, W. Va. Wesleyan College, Buckhannon
Reva Belle Neely, West Virginia University, Morgantown
Judith Ratcliff, Fairmont State College, Fairmont
John Shultz, West Virginia University, Morgantown
Phil Suiter, Dir. Teacher Preparation, W. Va. Dept. of Education
Jeanne Taylor, Suncrest Flats Junior High School, Morgantown
Ann Thornburg, West Junior High School, Huntington
**Carole Vickers, Marshall University, Huntington
Frances Witten, Home Economics Supervisor, McDowell County
Jan Yeager, West Virginia University, Morgantown

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*Chairman of 4-8 and 7-9 certification restudy.

**Chairman of 7-12 comprehensive restudy.